

# BROWNIE TESTS





*Three Guides*

# BROWNIE TESTS

(Hints for Brown Owls on the Recruit,  
Golden Bar & Golden Hand Tests)

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## BROWNIE TESTS

### THE RECRUIT TEST

Some Brownie Guiders dislike the word "recruit." Many names have been found for "recruits" and used in different packs—"Tweenie," "Bunny," "Grey Rabbit," "Squirrel," "Lost Fairy," "Browniekin," and "Brownling" are some of them, but the majority of Brownie Guiders still seem to use "recruit." Is this because they like it, or only because it is the official name used in the Handbook? Whatever name we use, the test is the most important of any for our Brownie-to-be, because she is new to everything and is making the foundations of her Brownie-ing. If she is really thrilled with Brownies at this stage, and her keenness used in the right way; if she is taught the whole of this most satisfying test in a thorough and satisfying way, so that she wants more; if the atmosphere of the pack, the pack spirit, is one that calls out the best in each child and makes her want to give it, then there will be no question of her leaving when the recruit time is over, and the first newness gone. Her Brownie-ing will mean a big thing in her life, and she will hold on to it fast.

Brown Owl generally teaches the recruit work herself and, even if she is single-handed, tries to get her recruits for a few minutes each week by themselves. It is her best opportunity for getting to know them, and to give them a chance of knowing her. Once they are enrolled and with the rest of the pack, it is not so easy to learn something of their individual characters.

The test should be taken slowly and thoroughly. Each part of it is important. Nothing should be hurried or slipshod, and the testing should always be done before the enrolment day and never left to the last minute. Six to eight weeks is the usual time between a recruit's arrival and her enrolment, but this period depends entirely on the child herself, and is sometimes shorter, and sometimes much longer.



Often Brown Owl is doubtful about the recruit's Six. She may have an elder sister in the pack or a friend who has brought her, and they may ask to have her with them. In some packs the recruits go round to each Six in turn for a week or a fortnight, and the Sixers vie with each other to make her like their Six best, by being friendly to her and helping her to find her feet in the pack. If this is done Brown Owl will probably be able to see where she seems to fit in best. The child herself may have definite views about the Six she prefers, and Brown Owl may be able to let her choose, or may think a different Six is better for her. Should this be the case, explain the reason if possible, and tell the recruit it is only for two months, or some temporary period, to see how she gets on. In nine cases out of ten she will settle down quite happily. In the tenth there is probably a reason of which Brown Owl is quite unaware at the time, and matters can often be adjusted later.

In many packs the recruits sit in an inner ring round the toadstool during the pack ceremonies, and only join in the Brownie Song, Grand Salute, etc., after they are enrolled. This certainly gives them a feeling that taking part in these ceremonies is of definite importance and solemnity. No child minds waiting for something it really wants. In this way, too, the recruit learns the ceremonies, and when her time comes, can join in them with more ease and confidence.

Many Brownie Guiders teach some practical and some theoretical part of the test each week. In any case the time given to the theoretical part should be short. A child cannot listen long, and Brown Owl should know exactly what she is going to say. The simplest words should be used, and it is often a help if Brown Owl can put down on paper what she is going to say, and think out whether the words she is going to use can be understood by a child of eight. So often the words which seem obvious to us are misunderstood by the children. For instance, "We're the Brownies, here's our *aim*" often produces the queerest explanations!

During the first few weeks of a recruit's life in the pack, the other Brownies can show her much of the practical part of her test. She learns from them the difference between a Fairy Ring and a Pow-Wow ring, between the Brownie sign and salute and what the two fingers mean. Her Sixer or her own particular friend will teach her the Brownie song and the Six song, but probably parrot-like, and the recruit may be still entirely in the dark as to what "sprightly" means, for instance, or who "the Knights" were, if she is a Sprite!

#### **Fold and tie her own tie, using the reef knot**

Here also is something the Sixer can teach the recruit, and Brown Owl can explain why the tie is such a curious and interesting shape.

If the Sixer lives near the recruit or goes to the same school, and Brown Owl can give her a piece of old material the shape and size of a Brownie tie, she will often be keen enough to teach the recruit between the meetings.

#### **Know how to plait**

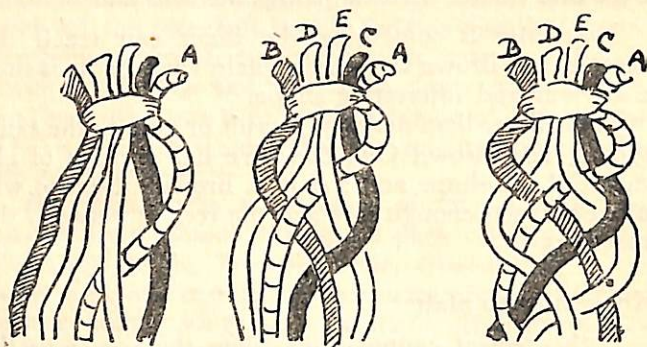
If the recruit cannot plait when she comes to the pack, here is another chance for her Sixer, but let Brown Owl take good care that the Sixers are not teaching the whole time, and getting no chance of learning themselves.

If the recruit already knows how to plait, it is a good plan to let her pass the test by making something using her plaiting, such as a skipping rope with plaited blind cord and cotton reels, or plaited raffia made into dolls' hats or bags, etc., or reins of plaited rug wool, one long piece and two short ones for crossing over the shoulders.

A thrilling alternative plan is to teach her how to plait with five, seven, or nine strands. Should there be some new Brown Owls who do not know how to do this, the procedure is always the same. Divide the strands into two groups, one of which will have one



more strand than the other. Take the outermost strand of the larger group, and weave it over and under until it reaches the other group (see strand A, in diagram). Only take it as far as the edge of the group, *not* right through to the outer side. This group now becomes the larger of the two. Take the outer strand and weave it over and under until it reaches the first group, and makes this again the larger. Continue in this way, always taking the outer strand of the larger group and weaving in towards the smaller. Many very pretty baskets, etc., can be made from raffia or other materials plaited in this way.



### Parting the Hair

This is often taught by the mother or an elder sister, and can also be practised in the pack. Brown Owl should use her common sense about combs, and encourage the children to bring their own or see that there are sufficient to go round, or should supply disinfectant and let the recruit understand the necessity for cleanliness in everything to do with Brownies, even in her first few weeks.

At inspection, Brown Owl can teach her that Brownies should come with clean hands and tidy hair, with stockings or socks well pulled up, and generally looking as spick and span as possible, and that they try, oh, so hard, not to bite their nails, but

to keep them clean and looking like "tiny pink shells," to give one Sixer's description.

### Wash up the Tea Things

If it is at all possible, let this part of the actual test be practical. If the recruit cannot come to Brown Owl's house to be tested, or have a tea party of herself and the other recruits and Brown Owl in the clubroom and then wash up, one can often find a keen Brownie mother who will help, and allow her things to be washed up in her home. It just makes all the difference to the recruit if she can really do this part of the test and not pretend, and the child's utter satisfaction is worth a deal of trouble on Brown Owl's part.

### Brown Owl and the Mother

When the recruit has been to one or two meetings, and is keen to go on, then Brown Owl should go and see her mother. She will need to explain to her about the Brownies—that they are the junior branch of the Guide Movement, and that Brownies lead on eventually to Guiding—what a "pack" means, the day, time and place of the pack meetings, about the weekly subscription, and a little of what the children do. She can also discuss uniform with her, and suggest a small weekly payment towards this, and if the mother likes the idea, she should show her what method of receipt she uses, and how the mother will in this way be able to see how the payments are going on. She should ask the mother to come and see a Pack Meeting, particularly the enrolment, and tell her how much it means to the child if she has her mother there. It is a good plan to leave the pamphlet "What are Brownies?" for the mother to read.

### The Brownie Story

The recruit will want to hear the Brownie story soon, so that she understands the idea of being a Brownie. Let her act it with her Six or with the Pack.

### The Brownie Motto, Law and Promise

Some Brown Owls give their Brownies the Promise



card, or if they cannot afford this, they write down the promise, law, motto, Brownie song and Six song as attractively as possible for them, so that they can take it home to learn, and incidentally the mother can see what it is her child is learning. If this is done, it is as well to explain something on the card every week, that is, to explain what the *words* mean, and ask the recruit to think about it, and tell you what her ideas are next week. Often the recruit can hardly put her thoughts into words, but if Brown Owl is patient and gentle, she can always get some few words, and it is infinitely better to start from the child's own ideas, however much she stumbles over expressing them. Moreover, Brown Owl herself may often learn a great deal from a child's ideas.

Here are a few ideas, gathered mainly from Brownies themselves, to help Brown Owls who are puzzled about how to explain things.

#### *THE MOTTO—Lend a Hand*

"Like shaking hands, being friendly."

"Doing secret, quiet things."

"Looking after Mother."

"Doing everything for Mother, so that she can sit in a chair with her arms folded."

"Lending a hand is great fun."

#### *The Smile*

"Something a Brownie has in her pocket for bad times."

"At night I keep mine under my pillow."

"When you want to cry, just don't."

#### *THE LAW*

Brownies are sometimes a little vague as to who the "older folk" are. Two Brownies have been known to quarrel violently because one, being younger than the other, refused to "give in" to her!

The difference between giving to, and giving in to, is sometimes not clear to a child.

Obedience to one's own older folk is a very difficult

lesson to learn. But let Brown Owl make it quite clear how very hard it is, and most children will respond as if to a "dare," and try their utmost.

Not giving in to oneself can be the first step towards a selfless life. Consideration for others can be taught here, too, and that beginning of real understanding which is the basis of "love of your neighbour."

#### *THE PROMISE*

This is the most important part, not only of the recruit test, but of the recruit's whole life as a Brownie, and therefore Brown Owl should give more thought and care to this part of her teaching than to anything else.

"*I promise.*" Read the Brownie the Chief's own words about making a promise. "When a fellow promises to do a thing, he means that it would be a terrible disgrace to him if he afterwards neglected or forgot to carry it out." In other words, when a Brownie promises to do a thing you may be perfectly certain that she will do it.

A Brownie once said, "You stick to a promise through thick and thin, and sometimes thinner!"

And another, "A promise means always, the whole jolly time, and not just when you feel good."

"*To do my best.*" So that if we do make mistakes, as we all do, we can just start and try again, and go on trying all the time, getting a little tiny bit better every day, because we're trying so hard.

"*To do my duty to GOD.*"

Here are Brownies' ideas:

"God is in the sunshine and in the rain, everywhere, always."

"Take care of the things God made."

"Be thankful for all the things He has given us."



"Do your duty to your parents and other people, and so be helping others for His sake."

"Make Him a real friend by talking to Him at least twice a day. Tell Him everything about yourself and others too."

"The little voice inside you is God talking to you."

"Love Him and be happy."

The Brownie Handbook gives us the following words which a child finds easy to remember and understand:

"Remember Him."

"Thank Him."

*"And to the King."*

"The King looks after people and cares for them."

"The King is like a big Brown Owl of all the people." (From a child with an unhappy home.)

"Like a great big family altogether, and he is the father." (From a child with a happy home.)

"A jolly man who looks after the poor."

"He wants his folks not to be afraid, but to be strong and to do things."

"We must all keep our things nice in case he comes down our way."

"When we sing, 'God save the King' we are praying for our King."

These are just a few ideas for Brown Owls to use and adapt according to the home and temperament of each individual Brownie.

*"And to help other people every day, especially those at home."*

Here is at once a way to show our love for God.

"We can try and do things secretly, so that He is the only One who knows at first."

"Things we do for God are fun and lovely."

"Helping at home isn't easy, either. It's sometimes very hard but it's worth it."

Let us try and give the recruit something new to think about like this every week, so that she begins to develop her own ideas.

Here are one or two practical ways of learning the promise.

A scrap book of good turns, cut out by a recruit from advertisements, etc., in the pack meeting.

A scrap book about the King and Royal Family, the Brownie to see if she cannot bring some pictures for it herself from the daily papers. Modelling of good turns in plasticine, or acting them, or drawing them.

So the recruit gradually learns the first beginnings of Brownies. And all the time she is watching Brown Owl, and learning much from it. To the recruit she is the wise Brown Owl, and it is our responsibility to see that our Guide promise means as much to us as we want hers to mean to the Brownie. It helps a child a lot sometimes if she realises that Brown Owl is trying too, and that she too stumbles and falls and has to try again.

Bit by bit the test is learnt, and the recruit marks it up on her chart, as each part of the test is passed. Her uniform, as much of it as her mother can afford, is at home ready.

The ceremony has been practised till she knows exactly what she has to do and say, all except the promise, and she *does* know that.

The day comes, and Brown Owl makes the meeting as happy as she can for her. There are some lovely games, some test work perhaps. Then we show mother what we can do, and our corners and treasures. Then a moment to tidy up and get quiet . . . the enrolment, with the whole pack wanting to help make it as nice as possible, then perhaps a story from Brown Owl, and then home with a shining badge, and the Brownie, a recruit no longer, is on her way.



## THE GOLDEN BAR TEST

At the first meeting after her enrolment, the Brownie should hear about her next "step"—the Golden Bar test. Brown Owl should make sure the pack understands about the tests, and that each is a step towards making her a cleverer, more useful, more real Brownie. A Golden Hand Brownie can do far more exciting things than a Golden Bar Brownie, and a Golden Bar Brownie than a new Brownie, and can lend a hand in more ways, too.

If you have a Second Class chart, explain it to your Brownie, and see that it is hung where she can see it during the pack meetings—Brown Owl's eye-level is not that of the Brownie! There are two kinds of Second Class charts, one on which each Brownie can mark up her own progress, and one with pictures explaining each part of the test, so that she can go and look at it from time to time, and see what she still has to do. Remember that your Brownie's enthusiasm is perhaps at its greatest just after her enrolment. She is longing to do things and get on. If you really interest her then, she will go on steadily through her whole time in the pack.

One of the secrets of teaching is to know the test yourself, inside out. If you are not quite sure of a knot, for instance, your explanation will not be clear to the Brownie, and perhaps unconsciously you will find yourself trying to evade teaching that particular part of the test. It is Brown Owl's responsibility, too, to see that Tawny and Pack Leader know the tests themselves and also how to teach them. Have you ever tried testing each other for the tests? One can learn a good deal by going through the tests together, deciding how to teach and what wording to use, so as to be sure the Brownies understand what you are teaching.

There are many methods of teaching in the pack, and often the single-handed Brown Owl feels very handicapped. Is there nobody she can find to help her?

So often we don't look quite hard enough for assistants, but just sit and wait till they are found for us. We needn't always wait for a full-time Tawny. Is there a married woman who would come in for a few meetings—or every other meeting, or even once a month? You may have to alter the day of your pack meeting to get her, but it will be worth it. Could a Brownie's mother come in and help now and again? Have you tried the nearest Rangers for a helper once a month? It is Brown Owl's job, in consultation with her Commissioner, to find someone to help her, because two heads are better than one and the pack will be all the better for another point of view! The difficulty of finding people is Brown Owl's real chance to show her mettle and resourcefulness.

In the meantime how to get on with the test? While Brown Owl is single-handed she will be well advised to keep her numbers down and to limit herself to about twelve Brownies. One Brown Owl writes that she teaches the whole pack together. They do the Golden Bar one week and Golden Hand the next. When they come to a part that the Golden Hand Brownies know very well, they get together and all teach each other! After a short time of learning, they play a game on the test. The Brown Owl tries to find new ways of teaching the tests each time, and finds that her children are very thrilled. She says: "I have to be very careful about the games I play, and see that each Brownie has a chance to learn in the game. I find races or speed games quite hopeless for this kind of game, as they only fluster the ones who are trying to learn."

Another Brownie Guider has many charts—one, for instance, for rules of health, with full explanations written and many pictures, and another for table laying, and so on. This Brownie Guider writes: "It took me a long time to make them, but I live in a tiny village many miles from help, and I knew I should probably always be single-handed, so I thought it would be worth while. The Brownies can learn a little



with these charts, and I go round from group to group and help with practical work."

Another method is to have large labels for each part of the test, and to hang them round the room. Underneath each are all the materials necessary, and each Brownie can choose where she wants to go and practise. The Brown Owl who sends in this method suggests that other materials are brought as well, in order that the perverse Brownie who never wants to do what is suggested has something to interest her! A box of pictures with which to make up stories, and if a very good one is accomplished it can be made into a scrap book. A box of cleaning materials and things to clean. Odds and ends to play with and make into scenes, etc. A book to read. "It is essential to explain this method to the pack," she writes, "and to show them how they can help by working away by themselves. I try always to get all the way round once in the afternoon, so that no child feels neglected. We do get on, and I think the Brownies are really interested."

The single-handed Brown Owl has often a great difficulty with testing. There are always the few minutes before and after the meeting, but these are sometimes rather mythical, as they are always taken up with so many problems!

It is essential to keep a list, and to give the children turns in being tested, otherwise it is very easy to help the naturally pushful child, and take her more often than the others.

It is a good idea to have a neighbouring Brownie Guider over, say, every three months to have a test evening, and to test definite parts of the test, giving up your whole pack meeting to this. I can hear some oversea Brownie Guider say: "Neighbours! Our nearest Brownie Guider is over 100 miles away!" In that case, perhaps, it is best for you to give up a whole pack meeting every few months to testing. It is essential for the Brownies to feel they are getting on, as otherwise they tend to lose interest in the whole test. Have you ever tried to get a Brownie's mother to help with one

or two of the tests—or a Brownie's father? There is always a way out of every difficulty if we will only look, and for us here at home it is a good plan sometimes to sit and think how we would get on if our nearest Brownie neighbour were over 100 miles away, and our only way of getting help was by post, which took days to get anywhere! Brown Owls who have a Tawny or Pack Leader or both are, comparatively speaking, wealthy! They can use all the methods given above and also divide into groups, giving each Brownie far more individual help and attention.

It is often a good idea to divide the work that Tawny tests what Brown Owl has taught and vice versa, and also to vary our work so that Pack Leader doesn't always have the First Class Brownies, or Brown Owl the recruits. Change is the spice of that work, for the Brownies as well as the Guiders! Keep lists carefully and plan your work ahead, so that you go steadily through the tests—doing something new each week and keeping up the old as well.

It is so easy to keep the children's interest. They are at the practical age when doing things is a continued delight. They are full of curiosity and keenness, and if we can only use our own brains it should not be difficult to keep them alert and wanting to get on. Let us try and remember to vary our methods, and to make full use of the unexpected. Let us go out when they are expecting to be in, and in when they guess we will go out. Let us bring knots into our Pow-Wow, and the flag into inspection. Let us use different ends of the clubroom for our groups—anything to avoid getting into a rut. For we must always remember that, however often we have taught it, to each Brownie the test is a new and thrilling thing, and a fresh world of adventure and discovery.



## The Union Jack

*Know the composition of the Union Jack and right way to fly it.*

We want to make this really thrilling and interesting. The Brownies' whole future attitude towards her flag may be made or marred by the way we teach it now. It is so dull to sit them down and teach them the crosses without any relation to the flag itself, or without an imaginative preparation.

The stories of the saints,\* very much shortened and very simply told, are an excellent introduction, and the game in the Brownie book of games, "King James he came to London," is often a help.

If Captain or Lieutenant could come down to the pack one evening, and show the three crosses on the real Colour belonging to the company, and the right way to fly it, making it a great occasion, the pack will not forget in a hurry.

Jig-saws, making the crosses with coloured paper on cardboard, post-cards with the names of the saints, crosses, countries and emblems to be given to the Brownies to arrange, all help to keep the flag in the memory of the pack, and when the Sixers or any of the Brownies join in a church parade, or an enrolment, or whenever the Colour is used, they should be taught the right way to join in the ceremonial.

## Knots

*Tie the following knots and know their uses:*

*Reef-knot; sheet-bend; round-turn and two half hitches.*

The day of the tiny twisted piece of string seems, fortunately, to be passing, but as with the flag, knots are a subject which we are going to make dull or thrilling to the Brownies not only in the pack, but in the company as well, and therefore a great deal hangs on our tuition. Teaching the Brownies how to tie the knots with string or blind cord without doing it in a practical way is useless. The children do not seem to

\*Standard Bearers, 1/6, by Elizabeth Clark, is recommended.

relate the knot to its use so easily after it is once taught. For instance, if a Brownie is taught to tie a sheet-bend with blind cord, even when the most attractive of stories is included, the knot remains to her a "bunny knot"—a thing mainly without a reason or used just to tie two different coloured pieces of cord together. But let Brown Owl take a box to be roped up to be sent off by rail, and a piece of rope not quite long enough for the purpose, and let her borrow a piece of the pack's blind cord with which to finish, and then show the right knot to use and why, and it at once becomes to our practical small person a real thing to be learnt with keenness, and remembered.

Because we learn to tie our reef knots in a practical way as recruits—i.e., with our ties—we never forget them, and so also with the round-turn and two half hitches. If we learn this for tying up dogs, or boats or a clothes line to a post, in any of our games, we will always find knots the fascinating subject they really are, and not just a bore.

## Road Sense

*A Brownie must have a practical knowledge of the rules of the road. Before she wins her Second Class, each Brownie must take Brown Owl or Tawny Owl for a "Stop, Look, Listen" walk.*

Let us beware of making this test boring, for if we do, the Brownies want to disobey the very rules, which, for their own sakes and others, we want them to obey. Surely the two matters we want to emphasise are firstly, that courtesy is the basis of road sense (which includes, and goes far beyond, the mere rules of the road), and secondly, that we are proud of knowing the rules of the road and of trying to keep them. As every Brown Owl must lead and show the way, she should be a living example of how to keep the Highway Code! She should, if possible, find out what is being done at school about rules of the road, and should try and complement the training given there. The Brownies can learn to know the correct ways to (a) walk on a



pavement, footpath or road, (b) to cross a street or road, (c) board a vehicle or alight from it. If they ride bicycles they should also know the rules concerning cyclists. In a town they should know the best places to play.

Before they take the test, different kinds of roads should be visited, and different crossings undertaken. Brownies are often left in charge of younger children, so that a Brownie should be able to take somebody else across a road. This will give her a double sense of responsibility and will make her use her judgment more than if she is just thinking for herself. In taking the test, Brown Owl can perhaps pretend to be an old lady needing help.

Two or three Brownies can be tested together if Brown Owl wishes, but in any case the Brownie should be watched for some time before the test, and above all she should not feel that her care is only to be used in order to pass the test, but it should be her pride to try and be a person with real road sense.

### Nature

*Observe and describe something belonging to the outside world, chosen by herself. This may be sky, sea, bird, tree, flower, animal, etc.*

This is an individual matter because of the choice, and again so much depends on our teaching—or shall we call it our “learning with” the Brownie?

Individual Nature charts may be kept by each Brownie irrespective of the test.

A pack log of observations which helps Brown Owl to remember what the Brownie has already observed is another idea; there is also a game when the Brownies practise describing by telling of any favourite place or person or object known to all, preferably not in the clubroom, and seeing if the pack can guess what it is.

Real interest should be shown by the Brownie in

her particular chosen thing or animal, and Brown Owl can make up exciting questions to ask her, so as to give the Brownie some idea as to what to look for at first, and in finding out the answers she will probably see many more details.

A fortnight is usually quite long enough for the Brownie to watch, and if Brown Owl is apparently very keen to know all about the object, the Brownie will thoroughly enjoy finding out things to tell her!

### Hemming or Darning

*Make some useful article which must include a turned-down hem sewn with a decorative tacking stitch, or Darn an article, or do the darning stitch.*

If Brown Owl knows that hemming or darning is well taught at school, let the Brownie make something using the stitch for her test.

For decorative tacking have a selection of suitable materials (casement cloth, a firm zephyr, or bleached calico), in good, clear colours. Work the tacking stitch in contrasting colour of a thick embroidery cotton (not stranded cotton), with large crewel needles, sizes 3 or 4, the stitches should be about one third to half an inch in length. Hems should be turned up on the right side and used to form part of the decoration. It is a good idea to let several Brownies start this work together and “buy” the materials, cotton and needles from Brown Owl’s “shop.” In this way the Brownie has free choice but may be guided by the shopkeeper who can offer suggestions. It is more fun to turn down hems when all are working together and then the tacking can begin and individual patterns be evolved. Choose simple articles to begin with such as a handkerchief case, made from a square or oblong piece of material. Tack the four hems first and then fold over to form a bag. A small tablecloth for the Six corner might be made, a pinafore, or a bag in which the six treasures could be kept.



In darning the Brownie needs to learn the actual under-and-over stitch, and this again should be taught with materials of contrasted colours at first. She also needs to learn why loops are left at the end of each row, and why the darn should cover not only the hole, but also the weakened material around it, and why the lines should be close together. The Brownies enjoy making things using the darning stitch, but they also like mending a hole in a stocking! Should a child find sewing of any kind very difficult, it is sufficient to let her show that she can do the actual stitch, without the added difficulty of a hole, but most Brownies infinitely prefer the thrill of mending a real hole.

### Buttons

*Show two methods of sewing on buttons and sew one button on to actual garment.*

This needs practice, and is fun to do.

One Brown Owl suggests that when sewing on very large buttons, half a match stick put on top of the button while sewing it on gives a "stalk," which makes the button stay on longer. It is quite a good plan, too, if the Brownies can practise sewing the buttons on their own clothes.

### Rules of Health

*Know how and why she should keep nails cut and clean, and teeth clean, and why breathe through the nose.*

It seems difficult at first to make these interesting to the pack, but it is easily done provided Brown Owl has a real, and not only a theoretical, interest in them and is obviously keen about them. In teaching them great care should be taken that the Brownie understands the words that are used. Very few children find it easy to concentrate, and if their attention strays for a few moments from what Brown Owl is saying, it is so easy for them to miss something, or get a wrong idea into their heads, as did the Brownie who gaily told an examiner that germs were "little Germans running about inside you"!

In this test Brown Owl should aim at common sense above everything and adapt her teaching to the Brownies' home conditions. To gain her Brownies' interest she must be reasonable. For instance, why tell a Brownie the dire result of neglecting to wash her teeth, when we know quite well that it is by no means always those who are most particular about their teeth who have least trouble with them? The Brownie soon finds out facts like this, and her respect for Brown Owl suffers, if she has not been told the truth. Let the Brownie once realise that it helps her general health to keep her teeth and mouth clean, and that perhaps they will have a better chance if the bits of food are cleared away before they have time to decay, and she will soon see the reason for all the care taken.

Many Brownies are already beginning to know the good feeling after washing their teeth, when they are clean and shining and smooth to the tongue, and this fastidiousness can be encouraged in many other ways as well.

Brown Owl should see that both she and the pack practise what she preaches! If she talks about fresh air—she should encourage the pack to try and remember about open windows, especially during running games, etc.

### Bowling a Hoop, or Hopping

*Bowl a hoop or hop round a figure-of-eight course.*

It is amazing what skill and control are necessary to bowl a hoop well, and how Brownies love doing it. It is difficult to do in some places because of narrow streets and traffic, but it is possible in many others where it is almost forgotten, and the pack always hops because it is easier! This seems rather a pity.

Should Brown Owls not know of it, there is a delightful story about a hoop in the book of stories *In the Children's Garden*, by L. Schofield, which might amuse the pack.

In the hopping it is difficult sometimes to teach the figure of eight. It can be marked in chalk on the



playground—for surely no one could *think* of practising hopping indoors—or with a stick in a quiet road, or drawn carefully and explained to the Brownie, to see if she can apply what she sees on paper.

The figure should be completed on one foot first, and then on the other, so as to give an even balance.

### Throwing and Catching a Ball

*Throw a ball against a wall from a point ten feet away from it and catch it four times out of six; or catch a ball thrown from a distance of six yards and return it to the sender.*

*Throwing and catching to be accurate four times out of six.*

This is great fun, and is another part of the test which we can always practise out of doors.

Encourage the Brownies to throw straight and hard. Here is another chance of learning skill of hand and eye.

It is a good idea for Brown Owl and Tawny to practise with the pack. There are quite a number of us who are not very good at throwing, catching and aiming, and it is lovely for the pack to find something they can do as well or better than we can!

### Skipping

*Skip twenty times without a break, turning the rope backwards.*

Here is the “ideal” exercise and one which the Brownies will love and which the whole Pack practise. Regular skipping is to be encouraged and the Brownies should be urged to skip lightly, to hold their bodies easily and loosely and to keep their heads up. The turning of the rope should be done from the wrist and elbow.

Each child can probably possess a skipping rope of her own which should be of medium weight and long enough to touch the ground in front when the arms are stretched sideways at shoulder level. Handles made of cotton reels (painted) are an excellent substitute for ball-bearing ones.

Skipping should not be continued for long without a rest, so that even when space allows, it is best done in two sections—one half can then rest and learn while the others skip.

Skipping to music is the greatest fun;  $\frac{4}{4}$  time is the best.

*Simple Skipping Steps*, by D. C. Clark, price 1s., will be found very helpful in teaching skipping to the pack.

### Laying a Table

*Lay a table for two for dinner.*

The last, and perhaps one of the best bits of the test, “Lay a table for two”—and who may they be? Why, Cinderella and the Prince, the King and Queen, Father and Mother, the Rector or Minister and his wife, Brown Owl and her Mother, Peter Pan and Wendy—all kinds of people.

Suit your tables to your pack, and the poorer your Brownies’ homes, the simpler your furnishings should be. Still it is a party table, obviously, as it is only for two, and so should be as pretty as possible! Sets for laying a table can be made by cutting out knives, forks, etc., from catalogues, and pasting them on to cardboard. Dishes and glasses can be drawn or cut from advertisements, and food also, or this can be made from flour and water and baked and painted, or from plasticine. Tablecloths can be made for a hemming test, and table centres too, if the pack so decrees, or even mats if they prefer them. The pack might choose the meals, as so much health can be taught in this way.

And so the test goes on. The chart gets filled up, the Brownie triumphantly finishes her last bit, and is invested with much ceremony with her Golden Bar. Whether it has taken a few months, or two years, the thrill is the same, and the Brownie feels established. She has her feet well on the way and more exciting paths open up to her.



Has it been a really interesting and thrilling time for her, even through its difficulties? Then Brown Owl can share the pride in the badge with her Brownie and can feel that she, too, has passed her test!

### THE GOLDEN HAND TEST

Before we think of the different parts of the test itself, let us consider for a moment the clause "show that she is really trying to be a Brownie". What kind of person should we be able to expect in a First Class Brownie?—in fact, what are we testing in the First Class test? At the Brownie Conference it was felt very strongly that it should be a test of character first and last, and that the practical work which the Brownie was called upon to do should be so taught and tested that it became a demonstration of the character of a true Brownie, and not only the proved efficiency of a clever child. It was felt equally strongly, too, that the responsibility for most of this lay with the Brown Owl. The examiner can prove the efficiency, and to a certain extent the character, but the great share of this training and demonstration of character must remain with the Brownie's own Brown Owl. That is why, in planning the test, so much thought was given to each item, and as we study these items we shall see that each one can bring out a separate characteristic in the child. It also explains why, on the surface, the actual items in the test seem to some people to be so easy, for the proof of character lies more in the way and manner the test is carried through than in the actual test.

It is possible for most Brownies, if coached sufficiently by a keen Brown Owl, to "get through" the test, but the very point is here, in that the Brown Owl should explain to her pack very carefully that it is only those

Brownies who are real Brownies, and are trying their utmost to lend a hand at home and at school, who will try for the test, for a Golden Hand Brownie is someone on whom she can rely to be a real help in the pack, and a true Brownie all the time, not only when she wears her uniform. It also means that a Brownie who is trying in this way can earn her wings, even if she is not so clever as some of the others in the pack.

The standard in examining for the First and Second Class tests should be different. In the Second Class test, the effort made by each individual child is the main standard. In the First Class test the Brownie should be thoroughly at home in what she is doing, and able to do each item well. The examiner should be able to feel that the Brownie is actually doing most of these things in her life, and using what she has learnt. There are one or two exceptions to this in the test, and these are carefully added for particular reasons, as we shall see later on.

It is a good idea for the Brownie First Class examiner to meet the Brownie Guiders in the District, say once a year, and to discuss the standards and requirements with them, so that they may all know just what is expected. As much of the practical work as possible should be actually done at the test. Much of the thrill is lost if the child has to make her pudding and tea and clean her shoes at home. The ideal way to test is for the examiner with her helpers to go to each pack. If there are only one or two Brownies ready at one time then another pack can join them, and this can be varied so that each pack has a turn in being "hostess."

It is essential that the test should be thorough. The wail of the Brownie who, after having worked really hard at her semaphore, was only given four letters to read and none to send, was a very justifiable one. If we expect hard work and a high standard we must give a thorough test that is really worth while.

We have, perhaps, four or five Brownies who have just finished their Golden Bar test. Their enthusiasm



is high, they are agog to start with their Golden Hand test, and get their wings. When, where and how are we to teach them?

When? In the pack meeting, of course. Yes, but surely a great deal of the real hard work for First Class should be done at home? We can show them how in the pack meeting but the practising must be done in between pack meetings, and the ability to persevere—to go on practising alone—will very often show Brown Owl which of her Second Class Brownies really has First Class ability and character.

Where? In the clubroom, of course. But why? Surely most of the First Class work can be done, and some of it must be done, out of doors! We may feel now that we shall be cold, sitting and learning things out of doors. But must we *sit* and learn? If we are too cold at the end of three minutes' sitting and talking, so much the better, let's *do* something which will help with the test and keep us warm at the same time. In each of the different parts of the test some suggestions for working out of doors will be given, and if we have never tried to work for the test out of doors before, let us start now!

How? Who is to teach First Class? If it is to be Pack Leader or a new Tawny, is Brown Owl quite sure that she can cook a good rice pudding? Does she really know her semaphore? How is she going to set about teaching what to do when clothes catch fire, and how does she start to bandage? What do her shoes and belt look like at pack meetings? Do they make Brown Owl feel that she is keen on the care of leather and will make the Brownies equally keen?

It is necessary for Brown Owl to go right through the test, finding out her ideas on each item and perhaps adding to them, and doing all in her power to make the test really interesting and well taught, so that when they are earned, the wings will really mean good and sound practical work and real knowledge.

Plan the test ahead through the weeks, so that you know before each meeting what you are going to do

and have time to prepare your part of the work. It is advisable, too, to write out the details of the test for the Brownies, or with their help to make a chart, on which each item is represented, so that each child knows quite definitely what she is expected to do.

The two items in the test which will probably take the longest to do are semaphore and knitting. Let us therefore look at these two items first.

### Semaphore

*Know the alphabet in semaphore, be able to send and read three letters out of four correctly, and send and read simple words.*

The great point for the Brownie about semaphore is that it should be a secret language, and a secret language is no good unless it is used. If Brown Owl has already started this idea in the pack the Brownies who are beginning their First Class will probably have picked up a few letters already from games and messages, but if not why not begin with these new Brownies? If a note has to go to a Sixer, why not send part of it in semaphore? It is quite possible to play some semaphore games with the whole pack, and the more intelligent Brownies will often learn a good many letters without realising it. When learning messages for the message part of the First Class test why not have part of the message in semaphore? Use it on your outings, your walks, your games; get used to it and you will find that it will be quickly learnt and easily remembered.

There are several methods of teaching semaphore, including one by circles and one by opposites. Guiders are advised to experiment and find out which is most helpful to their Brownies. Whichever method is taught, let the Brownies learn the correct way to stand first, then the "erase" sign as soon as possible! Then let them practise sending each other words, and even sentences, learning slowly but surely to think out the positions of the next letter before moving their arms from their present safe position! The flags or arms should only be brought back to the "ready" position between each word, not between each letter.



Practice makes perfect; a Brownie needs to send as much as to read. If you are teaching in circles, remember that the last three circles need the most practice! Semaphore charts can be obtained from Imperial Headquarters (large wall charts 1s., pocket cards, 1d.), and a set of cards with pictures of Guides holding the flags in position for the various letters (price 9d.).\* These are invaluable for games. Boxes of cardboard letters can be obtained from any good toy-shop.

### God Save the King

*Understand the meaning of the first and last verses of "God Save the King."*

Some Brownies, when asked, will say they know the first and last verses of "God Save the King," but they very seldom know the meaning of every phrase. Brown Owl or whoever is teaching the First Class work should go through every word with her Brownies, and see that they understand it all thoroughly. They should know, too, how to stand when singing the National Anthem, both in church and in a clubroom.

If the children do not already know the verses it is possible to make little folding cards from cardboard with an attractive cover with a picture of the King, which the Brownies can put in their pockets and take home to help them learn the verses. The fact that the cards are Pack property and must be taken care of, and returned promptly and in good order, is yet another of the many small lessons which can be instilled by the First Class Test.

\* The "Eze" Semaphore Signalling Cards.

### Eight Points of the Compass

*Be able to set a compass and know eight points*

This can be made one of the most interesting and adventurous parts of the test, and yet how often Brownies come to be tested who have never even seen a compass, and only know the eight points on paper, or who imagine that because perhaps the door in their own clubroom is always, rightly or wrongly, labelled north, that therefore all doors in all clubrooms are on the north!

Here we have a really thrilling and exciting thing, a mysterious needle, which when magnetised points to the north. It is great fun to take to the pack meeting a packet of needles, a magnet, some corks and saucers for water. Cut the corks into small slices so that they float evenly. If the Brownies rub the needles well on the magnet and then lay them across the corks, they will turn roughly to the north, and the children can compare them with a real compass.

The eight points have to be mastered next, and this seems to take very little time with the average Brownie. Now to use the knowledge we have. We can find out first of all which way the doors of our clubroom face; we can see if the east end of the church is really towards the east; we can see if we have to go north, south, east or west, to catch a bus, to go to the station, to go home. Then if we live where there are any hills, we can one day in the summer go to the top and see what lies to the south or west, etc. Another day Brown Owl can come to the clubroom with a very simple trail made out with compass directions. The whole pack might follow it, the First Class Brownies and those who are working for First Class might tell in which direction to go, and the rest of the pack might have an observation game. (How many of the people we may meet have red hair? How many red doors can you see? How many big trees? How many square holes? Can you see anything in the sky between two given points? How many twisted chimneys? etc., etc. These are



some of the many questions that can be asked, but it is advisable not to give more than three or so on the same expedition!)

This will take the whole pack out for a short time, and can be quite as easily done in a town as in the country.

Then use your compass directions for games played outside, when you have a day in the country. Use them for the walk from the station or bus to your destination. There are also many games to be played in a pirate evening in which compass directions can be used. Send a post card one day to your Sixers asking them to meet you at the clubroom door at such and such a time on a certain day (say, 5 or 10 minutes before your meeting begins), but don't call it the clubroom door. Describe it with compass directions: the first large door on the north side of Boots the chemists, for instance!

The compass, like semaphore, can be made such fun, and so exciting, so we must make the most of every opportunity.

### Parcel

*Tie up and address a parcel for the post, using any slip knot.*

To tie up a parcel firmly and neatly is a difficult matter even for many grown-ups, but it is such fun, and leads to such a variety of lovely games, that it can be made a great favourite, in spite of the practice needed. It can be taught thoroughly and carefully at first with a book or a box or something comfortably square! To make the parcel firm a slip knot must be used with probably a securing half-hitch, as then the Brownie can secure the parcel tightly and leave the knot, while she folds the paper carefully at each end. There are many forms of slip knot which will fulfil this purpose, one or which, the packer's knot, will be useful to the Brownie when later she goes on to the company. The parcel should be completed for the post, with the name and address carefully written on the outside, and not merely a loop to be carried home.

One Owl suggests that Brownies love having to roll up their odd bits of string in the right way, so as to encourage them to keep odd pieces at home!

There are endless games to be played with parcels, shopping games, going for a picnic and doing up lunch or tea, post offices, cargo boats, loading or unloading cargo, goods trains, and many others.

### Plant

*Have taken care of a plant from seed or bulb, and be able to describe to the examiner something about the way it has grown, and what has been done with it.*

There is something peculiarly fascinating to a child in watching a plant grow, providing it does not take too long to germinate!

The ideal way is for the pack to acquire a tiny piece of land of its very own, and even in a town this is often possible—for if there is no bed which they can offer to cultivate in the precincts of their church or chapel, often a member of the Local Association will give them a tiny bed in which to grow things, or some tiny bit of somebody's backyard can be borrowed, or the pack can plan a window-box for an old lady or a Brownie's mother.

Have you ever grown a forest of trees, by planting ash-keys, a horse and a sweet chestnut, a hazel nut, two or three acorns, some beech nuts, etc., etc., in a box and watching your forest grow?

Some packs have bulb competitions, others in the country have most successful flower shows each year for the Guides and Rangers, Scouts and Cubs, with gardening tools or seeds given as prizes.

Often the Brownie's flower is ready before the test. It can then be taken to the Commissioner or Secretary or Captain or some other friend, who can certify in writing that she saw the plant in flower, and the examiner can have the certificate, and can ask the Brownie as many questions as she wishes at the test. But the questions should definitely be asked, or the



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thrill of the Brownie in the actual accomplishment of a difficult undertaking is partially lost.

### Knitting

*Knit a child's scarf or jumper or some other garment.*

To knit a child's scarf or jumper is a great test of perseverance, indeed, one might almost say of endurance, for all Brownies except those who love knitting and find it easy.

Here is a chance to use the pow-wow. Discuss this part of the test at the very beginning of the preparation for the Golden Hand test. What good turn can the pack do with the knitting? If the actual garments are destined for a very particular purpose, and the Brownies feel that they are responsible for perhaps a very important part of a pack good turn, there will be an added thrill. It helps considerably if every two or three weeks the garments can be brought to the pow-wow, and their progress commented on by the other Brownies.

This is a part of the test that is often left, and rushed through at the end, and sometimes Brownies come with the garments half finished. Surely, unless there is some real emergency such as infectious illness, etc., this is quite the wrong idea? The ability to finish the garment is so often a real test of those first-class qualities which should enable Brown Owl to judge whether the Brownie is really a First Class Brownie.

The question as to whether doll's clothes are permitted is so often asked, and this very necessity for perseverance answers this query, because a doll's garment is far too small and quickly finished to bring out this quality, and is therefore not suitable for the test.

### Fire Lighting

*Lay and light a fire.*

At the 1933 Brownie Conference there was some very amicable controversy as to whether the fire should be

lit in a grate or outside. The majority of people seemed to take it to be part of the "helping at home," and taught their Brownies how to clean a grate and lay and light a fire successfully indoors, but the few who taught out-of-doors indignantly refuted the idea that it might overlap with Guide work, and claimed that it really helped the Brownie later on, because most of us are extremely bad at out-of-door fire lighting, and we cannot begin to learn too early!

If the indoor method is decided on, real tuition should be given, and the whole thing practised in as real a way as possible even in a clubroom with no fireplace. With a little ingenuity, a cardboard grate can be made, and paper and sticks brought, and coal made from newspaper balls chalked black. Then, when the Brownies have learnt as much as possible with their cardboard grate, Brown Owl will want to find another kind friend who lives not too far away, who will allow the few Brownies trying for the test to come and practise in a real grate. The actual fire for the examination may very possibly have to be laid and lit at home and a certificate brought, but here again the examiner should be sure to question each Brownie as to how she does it. It is not very difficult to find out by judicious questioning, which Brownies have practised their fire lighting and know thoroughly how to do it, and which are not sure, or are making up their answers.

If the outside method is used the fire should be lit at the test—and used for a definite purpose—for tea perhaps, or for the examiner to warm her hands, or to burn up some rubbish?

*Know what to do if clothing catches fire.*

Concurrently with the teaching for the fire should go the teaching of what to do if clothing catches fire. Brown Owl should be careful to see that she herself gives this part of the teaching if she has a nervous child amongst the Brownies. Usually the children delight in playing at putting out clothes on fire, and



like to feel that they know what to do in an emergency. If Brown Owl herself is in doubt as to what to do, her own doctor or the nearest V.A.D. will enlighten her. The idea is not so much to teach the first-aid necessary, as to teach the child to act quickly, and so put out the flames before they can do much damage. When the Brownie is sure that the flames are out she should cover up her patient and immediately fetch a grown-up.

### Cooking and Making Tea

*Cook a useful dish such as milk pudding, porridge, potatoes or other vegetable, or prepare a mixed salad.*

Let us think of this test for a moment from the Brownies' point of view. Is cooking something she likes doing? Definitely, yes. It is practical, creative and most exciting. It is knowledge she can use and be proud of possessing. If this is the case then surely we should do our best to see the test from her point of view and put our own difficulties in the background, remembering we are Owls only to run our Packs for the children, and doing our best to make everything fun and adventure for them.

How, then, can we set about teaching this part of the First Class Test?

There are games which can be played with the whole Pack which will definitely help them in the cooking. For instance, the Pack can give a cookery demonstration. Each six chooses one of the items from the list of things which can be cooked for the First Class Test and models or draws pictures of everything they think would be necessary in preparing the dish. Then in turn explain to the other sixes how they think the dish should be cooked.

Brown Owl will have to know how to cook these things herself so that she can tell whether the Brownies are setting about it in the right way, and also be able to answer questions asked by the Pack! There are several ways in which a milk pudding can be made;

for example, all the ingredients may be put in a pie dish in the oven or the cereal may first be put in a dish or pan, covered with a little water and part cooked before the other ingredients are added. Also the time required for making porridge depends on whether oatmeal or quick quaker oats are used. Vegetables are best cooked in as little water as possible as this retains the food value and they are less likely to turn out in a sodden mass. A cup of tea is often spoiled by being made from water not quite on the boil, so we have to make sure the Brownies know when the water is really boiling and do not think it has reached boiling point as soon as steam comes out of the kettle spout.

Games will help, but Brown Owl should make sure that the Brownies are also getting real practice at home. If she goes round to the mothers and explains the First Class Test and what is required, she will almost always find them most ready to help and to show the Brownies how to cook at home; or perhaps again Brown Owl can have them to her own house or to a friend's which is, of course, even more thrilling for the Brownie than doing it in her own home because of the strangeness of it all.

### Fold Clothes Neatly

The paragraph about folding clothes in the Brownie Handbook gives us lovely ideas for games on this part of the test. Have you played at being mother packing a suitcase ready to go away to the seaside? Have you ever been sailors asleep and roused suddenly to hear an urgent summons to the deck, and see who can be the first to appear properly clothed? Moreover, have you ever noticed how your would-be First Class Brownie hangs up her clothes when she comes to pack meeting? Is she tidy, and does she help the others? And how does she keep her Six possessions?

Tidiness and method are much more difficult for some Brownies to learn than for others, but they can be learnt much more easily at Brownie age than at



any other, and we need not wait until we are training first-class Brownies to begin forming these habits in the pack.

Should we perhaps give an eye to our own attaché cases if we are to try and teach our Brownies tidiness?

### Ball Throwing

*Throw a ball overarm, to land over a line ten yards away and within two side lines three yards apart.*

This more advanced ball test should prove a very popular as well as a very useful physical health test. It will need quite a lot of practice out of doors too.

Various games such as Aunt Sally, snowballing and raiding can be adapted for use in helping to improve the standard of throwing and aiming.

### Skipping

*Skip thirty times without a break turning the rope backwards, and skip two of the following steps:*

- (a) *feet crossing.*
- (b) *pointing toes forward.*
- (c) *turning rope quickly—"pepper."*
- (d) *hopping with knee raising.*

This is part of the test which even on the coldest day we can do out of doors. By now the Brownies will have had a good deal of practice in skipping and can be encouraged to work at improving their style. Skipping competitions will be popular and will help in achieving the good standard required.

Some Brown Owls take this opportunity of getting help from the company. A Guide who is keen about carriage and "keep fit" will sometimes like to help as a demonstrator. The Keep Fit movement has splendid leaders who in many localities are only too ready to help.

### Message

*Carry a message of at least twelve words in her head for five minutes and deliver it correctly.*

How many of us can remember playing at being messengers of the King when we were small?

There is something inexpressibly exciting about carrying a message which appeals to us all. Why not send your Brownies messages in semaphore, to be learnt and kept secret, and the letter destroyed, and the message delivered to some outside friend by a certain day?

An answer could be given for Brown Owl and the two messages checked with the results, and if the messages hint at something strange and mysterious, so much the more exciting. Interchange this with good practical shopping games, where Brown Owl is mother and sends her Brownies out shopping for her on a Saturday morning. Tawny has the shop and the Brownies working for Second Class are shop assistants, and do up the parcels. The children are chased by a witch on the way (Pack Leader) and the shop assistants can join in the game, so that some minutes elapse between the giving of the message and its delivery; or the children could clean their shoes before they go out, etc., etc.

The message needs practice, but is great fun to do, and can be fitted in to numerous games, and good turns. The Sixers can be entrusted with messages to the other Brownies and so their test can be used in their pack life.

### Cut Finger and Grazed Knee

*Bind up a cut finger and grazed knee.*

This is a most important part of the test. The teaching must be intensely practical throughout, and though we can play the most delightful let's-pretend games, the actual bandaging should always be done



with the right materials, and in the most practical way.

The first principle to be taught is one of the most essential for all First Aid, and that is cleanliness. We must see that all the materials we use for First Aid in the pack are spotlessly clean, and that our First Aid boxes are always kept scrupulously tidy. The Brownies should be taught to wash their hands before starting to bandage, and even if no water is laid on, Brown Owl can always borrow a basin of water from the caretaker on the day she is teaching First Aid and bring some soap and a towel. If we are to play at hospitals our nurses must have *clean* paper caps and aprons, and must be taught that they must never on any account fold their bandages on the floor or other possibly dirty surfaces.

Brown Owl should be careful how she teaches the use of disinfectants. In some homes bottles of Jeyes and Lysol are not put out of harm's way, and much damage may be done by an enquiring Brownie who does not know what proportion to use and they are really not safe for a child to handle.

When playing at homes or hospitals and pretending that knees are grazed, if it is wished to make realistic wounds with chalk be careful to see that the "nurses" pull down the stocking gently before washing off the "blood and dirt," and that they do not bandage the knee *over* the stocking! Remember that a large piece of lint is required, or the triangular bandage or tie will not hold it in place, and it will slip and leave the tie touching the wound. In playing at hospitals either use clean rags or pieces of real boracic lint. Blotting paper may be cheaper, but there was once a Brownie who was taught to bandage her knee in the pack meeting using blotting paper as a substitute for lint, with the result that when she shortly afterwards hurt her knee, she searched the house for blotting paper with which to bandage it, to her mother's utter consternation!

The essential point here is to impress on Brownies the importance of cleanliness. If they can get a supply

of clean water they should bathe the injured part thoroughly, seeing first that their own hands are clean. Where the part is grazed with dirt sticking in it, warm water is much better than cold. The actual bandage can be made of any soft white material available so long as it is clean. In a slight cut or graze, if the bleeding has stopped and there is any doubt as to the cleanliness of the bandaging material at hand, the wound is far better left uncovered unless there is risk of further contamination.

A Brownie gains great confidence from learning to bandage well, and we can lay such good foundations for her future First Aid if we teach her slowly, carefully and thoroughly in the pack. Cleanliness, gentleness, neatness and deftness of hand are all taught, and it is part of the test that the Brownies love almost best.

Remember our First Aid outfit when we take the pack for an outing, and if a knee is grazed, let us remember our First Class Brownies and resist the temptation to do the bandaging ourselves!

### Cleaning Shoes

There are ways *and* ways of cleaning shoes as we all know. What we really want to give our Brownies in this part of the test is the elementary tuition in the care of leather; to teach them not to use a knife to scrape the dirt off but to clean their shoes before they come in, so that a stiff brush and a damp cloth are sufficient to clean the dirt from the shoes before polishing; to give them a pride in a real fine polish; and to make them want to clean underneath the instep and around the edges—places which do not show so much perhaps, but which need the polish and "elbow" grease just as much. Brownies can sympathise very readily with a belt or a pair of shoes that are hungry for want of polish!



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So we come to the end of our First Class Test with something which is real humble service, its own reward in the joy of work well done.

If we have done our best to teach the test thoroughly and well, we shall have given our Brownies a great deal of useful knowledge which will give her confidence in herself, and if she is really a First Class Brownie she will have the desire to use it for the service of others. The test will have been great fun to do, and she will feel the greatest pride in her badge and later on in her wings.

